

## Research on the Influence Mechanism of Teachers in Higher Vocational Colleges on School Evaluation

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### Abstract

**Under the circumstance of the increasingly harsh development environment of higher vocational education, how to make the college teachers agreeing with the college, giving good evaluation, being willing to work hard, enhancing the honor of the college and improving the competitiveness, is an important topic in the development of higher vocational colleges in the new era. The researcher analyzed the questionnaire data of 50 higher vocational colleges of different types, and based on relevant theoretical and empirical research, constructed a theoretical model that influences the evaluation of teachers in higher vocational colleges. The purpose is to explore the differences and reasons for teachers' evaluation of schools under different conditions such as College type and teacher title, and further study its impact mechanism.**

### Keywords

**Higher vocational colleges, College type, Teacher title, School evaluation.**

### 1. Introduction

A Project for Teaching Reform of Higher Education in Zhejiang Province in 2016 titled Research on Cultivating Talents with Creative Techniques and Skills in Higher Vocational Colleges--A Case of Business Administration numbered JG20160290.

### 2. Research background and significance

The speed of China's higher vocational education expansion in the past two decades has been quite amazing, the total number of higher vocational colleges has expanded from 386 in 1998 to 1388 in 2018. The large-scale expansion of higher vocational education brings great challenges to the cultivation of talents in higher vocational colleges, high vocational colleges are all striving to find various solutions, hoping to make the college operate smoothly, surviving and developing. Therefore, how to strive for the upstream in the competition of higher vocational colleges in the new era, not to become a school in the latter part of the ranking, seek the approval of students and parents and make them to be willing to attend the school, or recommend others to attend, this issue is the focus of discussion in the current higher education field in order to maintain the sustainable development of the schools. Obviously, among various strategies, effectively improving the quality of school education and establishing a good reputation is the most practical, fundamental and effective way. In order to improve the quality of school running, internally it is necessary to first let the teachers of higher vocational colleges agree with and support the school's actions, and willing to work harder to enhance the school's honor and improve the competitiveness of enrollment. Let teachers have a high evaluation of the school is one of the most important topics for today's higher education leaders.

In the past, many studies have found that when members are not sure about the organization, the evaluation is very low, which will not only improve their turnover intention and action possibility, but also generate some unfavorable actions to the organization, which is a great harm to the organization. The dismissal of employees, especially that of core talents with professional skills, often causes serious problems in the loss of organizational competitiveness. From this point of view, if the teachers of higher vocational colleges have a very low evaluation of the school, it is impossible to

concentrate on teaching or to win honors and good reputation for the school. Once the school has a bad reputation, it is not easy to attract famous teachers to join; If school enrollment is difficult and there is a business crisis, the treatment and welfare of the teacher may be worse; with less teaching and research resources, the teacher is less satisfied with the school, and has a lower evaluation, forming a vicious circle. Therefore, this study analyzes the sampling and data of 50 higher vocational colleges, and based on relevant theories and empirical research, constructs a theoretical model that affects the evaluation of university teachers on school. The purpose is to explore the differences between teachers' evaluation of schools under different conditions such as College type and teacher title, it also further analyzes the teachers' satisfaction with the working environment of all aspects of the school to explore the impact mechanism.

### 3. Research models and assumptions

This study takes the attributes of higher vocational colleges and teachers' title as the main variables, and uses the perception of school work environment as an intermediate variable to explore the extent to which teachers' perceptions are valued, and to explore the theoretical model of impact of these variables on the evaluation of teachers in higher vocational colleges on schools, shown in Figure 1.

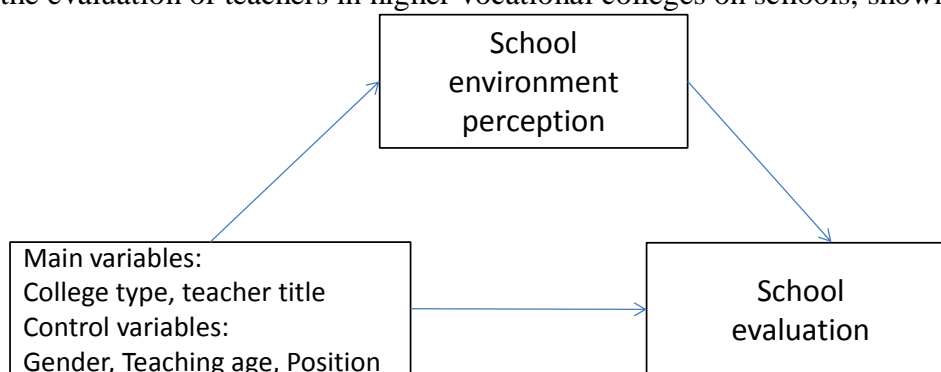


Figure 1. Theoretical model of teachers' evaluation of schools in higher vocational colleges

The study proposes the following hypothesis: First, the higher the satisfaction with the school work environment, that is, the perception is valued, the teacher will give the school a higher evaluation. In addition, this study expects teachers in different types of schools, or teachers with different professional titles, may also have different evaluations of schools, and this difference should be attributed to the indirect effects caused by differences of perceptions of work environment such as schools' regulations and culture. Teachers with higher professional titles (such as professor and associate professor) will be more satisfied with the school's working environment and feel more valued, giving the school a higher evaluation. As for the differences in the satisfaction on the work environment of teachers in the different types of schools, the past research results were not consistent, so it is even more unclear how the impact on the school evaluation is. In the study, the research further controls the influence of other background variables, whether the teacher has administrative work, gender and seniority, etc., may also have an impact on subjective awareness or objective work behavior such as school evaluation and satisfaction, in order to make the research more focused, these three variables will be used for control, and will not be discussed in this study.

### 4. Data analysis

The "Specialized Teacher Survey Questionnaire for Higher Vocational Colleges" designed in this study mainly refers to the education statistics of the US Department of Education and the design of survey questions on higher education topics by famous universities, and according to the specific environment of higher vocational colleges in China, increases or decreases the problem meeting the development status of higher vocational colleges, and a questionnaire with a length of about 10 minutes is designed. In addition to the basic information, the survey includes university teachers' teaching and administrative work, working environment, university department strategy and student

evaluation methods, views on schools and students and other aspects. The survey was conducted in the form of online survey questionnaire, a total of 50 colleges and universities and 1,500 person-times were surveyed, including 1158 valid responses, among them, some variables were missing more than three-quarters. In the analysis of this study, the variables were measured using a four-point scale, except for many category variables in the main variables and control variables are not suitable for being missing value interpolation, the rest, such as school environmental perception and school evaluation, will use the stochastic regression method in the research and analysis process, and after considering the correlation of the variables in the model, the data will be interpolated to reduce the loss of samples. The final number of valid samples was 987 persons, which was 85.2% of the original survey samples. Among them, national model institutions accounted for 22.7%, ordinary high vocational colleges 54%, and private higher vocational schools 23.3%; Secondly, the professor 12.9%, the associate professor 27.3%, the lecturer 35.2%, and the teaching assistant 24.6%. In addition, male teachers 58.7%, 68% of teachers had administrative or part-time administrative positions during the semester of the survey, and the average seniority of teachers was 6.72 years (SD = .87).

The study uses the structural equation model (SEM) to verify relevant theoretical assumptions. In the parameter estimation of the model, the .05 is used as the statistically significant level, the maximum likelihood (ML) with estimated strength and toughness is adopted to estimate the parameters, its estimation result is not authentic only under extreme violation of normality. On the whole, the research model proposed in this study has quite an ideal degree of adaptation. For each of the predictive variables in this model, through the direct and indirect effects, the total explanatory variation of the impact on the school evaluation is .56, the influence is not low, and the correlation and impact mechanism between the variables are shown in Figure 2.

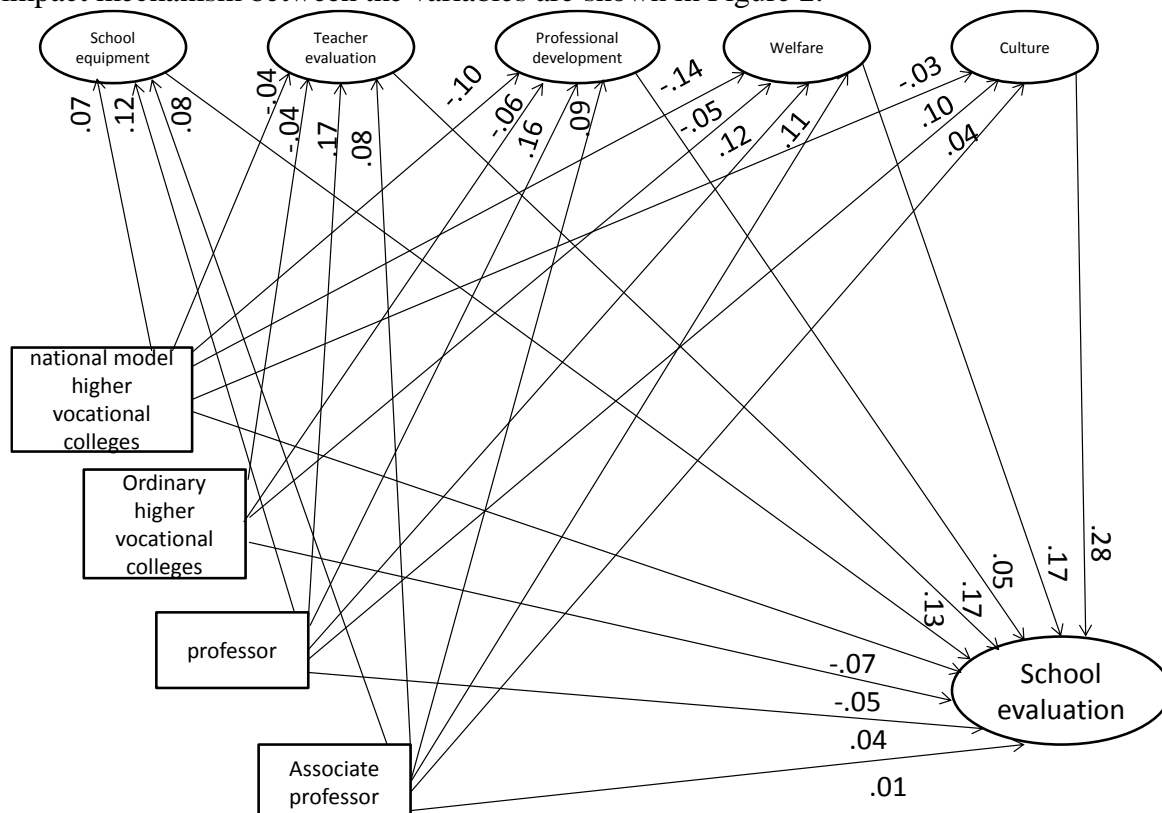


Figure 2. Structural relationship between College types, teacher titles and school evaluation in higher vocational colleges

### 5. Research findings

This study found that evaluation of professional teachers in higher vocational colleges on their schools are not low on, indicating that teachers still positively affirm the performance of the schools.

Secondly, whether teachers are “respected” by schools is indeed a key factor affecting whether teachers give high evaluation to schools. If the teachers have high satisfaction in the working environment such as system, culture, treatment and welfare, feel the importance of being respected, being cared for, the feeling of being exploited and neglected is not high, there is a positive feeling, and the teachers will support the school and give high evaluation. Of course, such a result would quite support the hypothesis proposed in this study.

In addition, the differences in the teaching environment, workplace atmosphere, teaching burden, resources, system and culture of different schools will indeed result in different evaluations of different types and different levels of teachers. However, it is a very special finding that teachers in national model higher vocational colleges where the objective working conditions are better, may not have higher satisfaction with their work environment. As this study finds, the teachers in the national model higher vocational colleges have lower satisfaction with the work environment such as teacher appointment, professional development, treatment benefits and workplace atmosphere than the teachers of ordinary higher vocational colleges, believe they have not been taken seriously, so the teachers of the national model higher vocational colleges have low evaluation of the school. In addition, the national model higher vocational college teachers have lower satisfaction with teachers' appointment, professional development, treatment and welfare than teachers in ordinary higher vocational colleges, so the evaluation of the school is obviously lower. And if the ranking is in the latter stage, there is a crisis of enrollment, and the school's reputation is poor. For many ordinary higher vocational colleges with less government invested resources and may have higher operating crisis, although the conditions and resources provided to teachers are not as good as the national model higher vocational colleges, the teachers feel that the schools have a better treatment and then evaluate the schools higher. The reason for the above research findings may be that many teachers in higher vocational colleges with relatively strong professional ability and better performance prefer to enter the national model colleges to enjoy better resources. However, the performance of teachers in many countries demonstrating higher vocational colleges is affirmed by the entire higher education field, and the requirements for teaching and research environments, welfare and resources that schools should provide are relatively high, and it is an indisputable fact that the research platform resources and growth space of professors in higher vocational colleges in China are far lower than other undergraduate colleges. Compared with undergraduate college professors, their performance are not inferior, but the treatment, working environment and available resources may have a big gap, so the feeling of not being valued is obvious, it is more likely for them to make a low evaluation of the school, or it may be that the teacher's treatment benefits have clear regulations, and it is impossible to specifically reflect the difference in the degree of contribution of the teacher, so it does not have the effect of motivating the teachers. Therefore, when the national model college teachers with better performance are subject to greater performance pressure, the feeling of not being valued is more obvious, and it is more likely to make a low evaluation of the school. In addition, of course, it may be because the national model higher vocational college teachers have higher professional ideals, are more likely to be dissatisfied with the school work environment, and the decision-making form of the college and the management system under various administrative bureaucratic systems. This study finds that they are more dissatisfied with the various systems and cultures than the teachers of ordinary higher vocational colleges, this is evidence.

## 6. Countrmeasures and suggestions

(1) Fairness should be more reflected in the treatment of teachers

At present, many vocational colleges follow the example of undergraduate colleges of setting up different talent award programs and special positions. In the case of insufficient education funds, the teacher's performance is used to guide the differentiation of teachers' salaries, and the salary of the superior teachers can be improved, resulting the difference between the treatment of teachers with high performance and the teachers of undergraduate colleges be reduced, there are also a number of supporting measures to enable teachers with outstanding performance to get more resources and less

work load. However, these measures are limited in quota allocation, and under the lack of funds and incomplete systems, only a small number of teachers can obtain them, and there are also suspects or doubts about the high-level corruption of the school. This kind of atmosphere or facts emerged in the schools is very unfavorable to maintain the harmony and long-term development in the school. A small number of excellent teachers have access to most of the resources, can use more abundant resources, have more excellent output, while other teachers have no resources, and are less likely to have excellent output. The stronger the strong, the weaker the weak and create a more serious problem, so higher vocational colleges need to develop a more equitable distribution.

#### (2) Current promotion of title and the way of hiring need to be more standardized

It is a feasible strategy to use the method of promotion of job title and separation of evaluation and hiring to spur scholars to do their best, but let the young recruits in the academic field bear the unprecedented pressure, the work burden is the heaviest, the resources are few, and the working conditions are not fair. This may pay the price of not being able to attract or retain outstanding talents into the research ranks, young teachers with low grades may change from being oppressed to oppressor once they pass the title promotion, which will also bring disadvantages to the development of higher vocational education. Therefore, current promotion of titles and appointment method may have the positive purpose of education policies and systems, however, the negative effects on the analysis results of school evaluations are also seen in this study. How to reduce or avoid its bad influence, it is necessary to conduct a more detailed review and adjustment of the current promotion and appointment methods implemented by schools.

#### (3) Increase resource input and expand flexible distribution

The current system and culture of higher vocational colleges should be more rationally improved according to different College types and teacher ranks. First of all, for teachers of different types of schools, resources, treatment and working conditions should be allowed to reflect teachers' performance reasonably and fairly, and the gap with undergraduate institutions should be brought smaller, and difference should be appropriately made with other education stages, allows teachers to get the respect they deserve, especially for national model higher vocational college teachers who perform better. However, to achieve this goal, it is necessary to increase investment in higher education institutions and allow for more flexible distribution. Secondly, we should think more about how to establish a system based on trust and respect to attract talents and arouse scholars' academic enthusiasm and sense of responsibility, this is undoubtedly more constructive and positive than the method of relying solely on punishment of laziness to improve performance.

Finally, the basic position of this study does not mean to propose a very specific and feasible improvement policy for the current higher vocational education policy and management, this is a great project, which this study cannot achieve alone. However, the findings of this study are very important, and I still hope to provide direction of some thinking and reflection for the benign development of higher vocational colleges.

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